

PROGRAM REVIEW UPDATE 2015-2016

Program: Fire Service Technology

Division: STEMPS

Date: 09/30/2015

Writer(s): Ron Johansen

SLO/SAO Point-Person: Ron Johansen

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Purpose: To document significant program accomplishments, plans and needs between Triennial Program Reviews. This update should provide a snapshot of your program.

Time Frame: This update should reflect on program status during the 2014-15 academic year. It should describe plans starting now and continuing through 2016-17.

Topics: The first section of this Program Review Update focuses on general program reflection and planning. The second and third sections focus on reflection and planning regarding Student Learning Outcomes.

Scope: While this Program Review Update does ask for some analysis of data, detailed data reports in the form of appendices should be reserved for the Triennial Program Review.

Instructions:

- 1) Please fill in the following information as completely as possible.
 - 2) If the requested information does not apply to your program, please write "No Changes Since the Program Planning Update."
 - 3) Send an electronic copy of this form to the Program Review Committee Chair and your Dean by _____.
-

Part One: Program Snapshot

A. Have there been any significant changes to your program, your program's data or your program's needs since the previous Program Planning Update?

If there are any changes, describe the relevant information and its significance in the space below.

These changes might have originated from within the program or because of an external source (the institution or the state, for example). Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data

New mandates from State Fire Training as recommended by the CFTDA (California Fire Technology Director Association) and approved by the "State Fire Board" are currently being drafted and instituted. This will include some fundamental changes in core curriculum for both the "Certificate of Achievement", and the "Associates of Science Degree" in "Fire Service Technology". These changes are not complete, but are anticipated to begin affecting curriculum and require curriculum changes over the next two years. The courses immediately affected are FST 51 with the inclusion of FST 51W and FST 90A, 90B and 90C (Firefighter I - Fire Academy). The Firefighter I (Fire Academy) is the most anticipated curriculum change which includes significant changes in student to instructor ratios and a requirement for third party assessments. These changes are

being mandated by State Fire Training for "Firefighter I", often referred to as the "Structure Fire Academy". This is one of the most important and fundamental courses required of new student recruit candidates to complete for opportunities of employment in the Fire Service.

The Las Positas College Fire Service Technology Program has begun the process to seek accreditation as a State of California "Regional Fire Training Center", in order to institute and reestablish a "Firefighter I-Structure Fire Academy". A "letter of intent" was submitted in September of 2015 to begin the "Application and Self Study" submittal to the "California Fire Technology Directors Association" which will include a "Site Review" in the beginning of the Fall Semester in 2016. Funding will need to be secured of up to \$2,500 to pay for the "Site Review" to be conducted. Additional funding will need to be sought for developing a pool of "Professional Experts" to assist in the delivery of a Fire Academy and at a higher pay rate than the current rate. Currently Professional Experts continue to be paid at the same rate as 20 years ago at \$15.00 an hour. This rate has become a detriment to attracting and retaining "Professional Experts" in the program and will prove to be problematic at the time an Academy is scheduled for enrollment here at the college. The recommended new rate is a minimum \$25.00 an hour.

An additional priority course development for the 2015-2016 academic year, will be the introduction of a new KIN FSC II Course. This course will allow students to be better prepared for entry into the academy and will provide the student an opportunity to develop "Leadership Skills" as well.

B. What objectives, initiatives, or plans from the 2014 Program Planning Update (PPU) have been achieved and how?

In the past year an emphasis was placed on maintenance and repair of the programs most valuable resources, which are the assorted Fire Apparatus Vehicles that provide unique training opportunities and direct hands on applications of instruction and psychomotor skills development that are not available to most other community college based, Fire Technology Programs. We have acquired nearly \$250,000 in today's values of fire apparatus; however they are unfortunately unprotected from the elements and also are on average 25-30 years old with the oldest apparatus at over 40 years old. This has resulted in significant maintenance needs to maintain the apparatus in a condition that is functional and safe to use in an instructional environment. Unfortunately only limited funds have been available over the past several years and the ability to maintain the apparatus have been severely hampered. For this reason there is a need to seek further funding to maintain these apparatus and to conduct repairs that will enhance the learning experience for the student.

We also have an unprecedented array of equipment which provides our students the highest of learning opportunities available in the Industry, especially when compared to many other community college based Fire Technology Programs. Many additional items that will enhance the learning environment have been acquired with the most significant being the recent donation of 80 Interspiro SCBA's and over 100 Air Cylinders from the San Ramon Valley Fire Protection District.

C. What obstacles has your program faced in achieving objectives, initiatives, or plans?

The biggest obstacle has been the budget due to state budget cuts that resulted in a reduction of available courses and a delay in the initiation of additional new courses over the past few years. Thus we have seen a reduction in our peak total enrollments of 1,169 students in the 2009-2010 academic year to the low of 638 total enrollments recorded in the 2012-2013 academic year. We are again seeing increased enrollments over the 2014-2015 academic year and the current start of the 2015-2016 academic year.

Limited funding in providing adequate and supportive pay for "Professional Experts" necessary for the successful delivery of many of the courses which require hands on psychomotor training and to meet mandated accreditation bodies, student to instructor ratios is also a concern. It is anticipated that with recent budgetary changes for the 2015-2016 Academic Year that some of these issues will be able to be addressed. Including not only proper maintenance of existing infrastructure and

equipment but also the purchase of new and important training equipment and instructional props.

D. What are your most important plans (either new or continuing) for next year?

The development and re-establishment of a “Firefighter I – Structure Fire Academy” is the most important immediate change within the program to be sought over the 2015-2016 Academic year with a desired implementation in the Spring Semester of the 2016-2017 Academic Year. This will include additional Infrastructure and training equipment and training props needs to be sought in support of an academy. Including acquisition of funds to replace the KME Type I Fire Engines Diesel Motor, purchase of a Forcible Entry Training Prop, additional “Fire Hose and Nozzles” for both the anticipated “Structure Fire Academy” and the current “Wildland Fire Academy”.

Updating of curriculum course outlines and the implementation of new course outlines such as FST 90, FST 51W and KIN FSC II. Continue to improve on Course SLO’s and increase compliance and assessing of FST course SLO’s.

Seek a ½ Day paid workshop for Adjunct FST Instructors on Course preparation, teaching and learning techniques and SLO assessments.

Continue to seek increased enrollments through outreach opportunities and see additional courses and sessions offered:

New Courses: FST 51W, FST 90, KIN FSC II

E. Do plans listed under question (D) connect to this year’s planning priorities (listed below)? If so, explain how they connect.

Planning Priorities for 2015-16

- ***Establish regular and ongoing processes to implement best practices to meet ACCJC standards***
- ***Provide necessary institutional support for curriculum development and maintenance***
- ***Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes***
- ***Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses.***

Yes

F. Instructional programs: Did your program meet its program-set standard for successful course completion? yes no

(This data can be found here: <http://goo.gl/y9ZBmt>)

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

FST has met or exceeded its program –set standard of 77% success rate for the past six years from the 2009-2010 academic year to the 2014-2015 academic year. The success rate average is based on 17 separate courses with a total of 65 sessions over the past six years. An average

success rate of 84.16% has been maintained with the average success rate of the 2014-2015 academic year at 81.4%, among 10 separate course sessions that were offered. Course completion rates have averaged 86.2% in the past 5 recorded Fall Semesters and was at 86% in the Fall of 2014. Another measure of success is our graduation rates for Fire Service Technology with 205 "Certificates of Achievement" awarded (second highest among all disciplines) and 138 "Associates of Science" Degrees (second highest among all disciplines) awarded from the 2005-2006 academic year to the 2014-2015 academic year.

G. How have students been impacted by the work of your program since the last Program Planning Update (PPU)?

New and exciting tools and props have been added to the infrastructure of the programs training facility in order to enhance the learning experience. As an example, the addition of new SCBA's and new hazmat response tools and assessment equipment, have brought about a greater understanding of many of the "tools of the trade" than that of just a photograph in a textbook or power point slide. However the need of additional training props and facilities are still very much in demand to continue to impact students and enhance the learning experience for an ever increasing level of success in the student's performance and retention of psychomotor skills and cognitive knowledge.

Part Two: SLO/SAO Assessment Review

Review your program's SLO assessment results for AY 2014-2015 and respond to the following questions.

- A. Discuss how assessment results in at least one course in the program indicate success in student learning (OR) Discuss how assessment results of at least one SAO in the program indicate success in service to students.**

All FST courses have an SLO and approximately 70% of the courses have been assessed at least twice since 2012. This continues to be an area of concern and needs of improvement since nearly 50% of the program is taught by Adjunct Instructors.

- B. Discuss assessment results that indicate a need for improvement.**

Many of the assessments found that of the few students that did not pass the course did so due to a lack of attendance and a lack of completing assigned work. In some of the courses where attendance and inability to complete assigned work resulted in failures of the course, students were provided opportunities of secondary assignments to address absences and also assistance with development of assigned projects by providing clear examples in great detail to provide a template for success. Many students have also identified that they are better hands-on learners. Within some of the courses where new "tools of the trade" equipment and props have been made available a clear and identifiable increase in learning and retention has been noticed for student success rates.

- C. Instructional Programs: For the course(s) listed in (B) above, discuss how your program, or someone in your program, made changes or plans to make changes in pedagogy as a result of SLO assessment results.**

Non-Instructional Programs: For the areas(s) listed in (B) above, discuss how your program made changes or plans to make changes as a result of SAO assessment results.

Most FST courses remain basically the same, with some minor adjustments to assessments and methods of delivery of the subject matter. This is especially true where new props and or opportunities of physical examples or working models and or "tools of the trade" have been made available which has enhanced the learning experience. Greater retention and understanding is clearly achieved when students at a psychomotor component of instruction on top of cognitive information. This continues to be a priority of the program to allow for continued increased success rates by enhancing the learning experience with even more instructional infrastructure.

- D. Instructional Programs Only: Give an example of a change in the number of units and/or lab hours based on assessment data, if applicable.**

There have been no unit changes as a result of SLO assessments, only minor to moderate changes in instruction and delivery.

E. Instructional Programs: Discuss how distance education course assessment results compare to face-to-face courses, if applicable. (Respond to this question if your program has distance education courses.)

Non-Instructional Programs: Discuss how SAO assessment results for online services compare to face-to-face services, if applicable. (Respond to this question if your program provides services online.)

N/A

F. Did your program discover the need for additional resources (for AY 15-16 or 2016-17) based on the assessment results? YES X NO

If yes, please explain.

Additional monies need to be identified (CTE, VTEA, etc.) that can be used to replace broken or damaged props and or equipment within the Fire Service Technology Program, such as a need for more wildland fire-hose and nozzles for the "Wildland Academy", FST 86A, including replacement PPE (Jackets, Pants and Helmets with goggles and shrouds). There is also a need for additional structural fire-hose and nozzles for outfitting all of the current cache of Las Positas College fire apparatus which will be used and are necessary for a future "Structure Fire Academy", FST 90. A forcible entry training prop and ground level ventilation prop are also needed as well as new replacement "Structural Fire Helmets and Goggles" for both of the academies, FST 86A and FST 90. Most pressing as well for the 2015-2016 academic year is the need for all of the Fire Apparatus to be properly serviced and maintained as they continue to be attacked by the elements as they are unfortunately not stored within a protected structure. This includes replacement of the engine on the KME Type I Fire Engine which was donated by the Livermore Pleasanton Fire Department. It is these direct investments within the program that provide the necessary safety protection and unique and direct learning experiences and enhancements to the students that will lead to higher assessed success rates.

Part Three: SLO/SAO Continuous Improvement Process

A. SLO Planning through AY 2016-17

As appropriate for your program, please address each of the following areas. For each area, describe your program's plans starting now and continuing through the academic year 2016-17. Focus on how the program's SLO process will impact student learning or the student experience at Las Positas College.

1. SLO/SAO assessments: How does your program plan to use assessment results for the continuous improvement of student learning or services? (*NOTE: 100% of courses in your disciplines should be assessed a minimum of once every two years. Each program must assess at least 25% of its courses every semester. Programs with SAOs should assess at least 50% of their SAOs every year.*)

Examples might include (Your responses may vary.):

- changing number of units/lab hours
- changing pedagogy/curriculum
- changing assessments
- changing service hours
- changing modes of service delivery

SLO Assessments indicate that overall, the instruction delivery, with minor adjustments, is doing well and that with continued investments into the necessary equipment, safety gear and instructional props success rates will remain high. There is no indication from the data of a need to change the number of units. Curriculum changes are only indicated in courses to meet new guidelines as set forth under recommendations by the "State Fire Board" as approved by "State Fire Training" and recommended by the "California Fire Technology Directors Association".

2. Have your assessment results shown a need for new/revised SLO/SAOs? YES NO X

If yes, complete the table below:

Estimated number of courses for which SLOs will be written or revised:	5
Estimated number of SAOs that will be written or revised:	N/A

- a. What courses or SAOs will your program assess during this academic year (2015-16)?

N/A

- b. Instructional programs only: In order to budget to pay part-time faculty to work on SLOs during the academic year 2015-16, estimate the number of part-time faculty in your program who are likely to participate in the SLO process in 2015-16.

Number of Part-Time faculty who will participate in the SLO process (creating, assessing or discussing SLOs)	
Fall 2015	4
Spring 2016	4